



Acceptance Letter



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Dear Author(s): Hartini, Sunaryo Kartadinata, Syamsu Yusuf LN, M. Solehuddin, Edi Wahyudi M

Paper ID: B3527129219

Paper Title: The Curiosity of Education Faculty Students in Learning

This is to enlighten you that above manuscript appraised by the proficient and it is **accepted** by the Board of Referees (BoR) of 'Blue Eyes Intelligence Engineering and Sciences Publication (BEIESP)' for publication in the '**International Journal of Engineering and Advanced Technology (IJEAT)**' that will publish at **Volume-9 Issue-2, December 2019** in Regular Issue on **30 December 2019**. It will be available live at <http://www.ijeat.org/download/volume-9-issue-2/>

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Registration:

Paper ID:	B3527129219
Paper Title:	The Curiosity of Education Faculty Students in Learning
Authors:	Hartini, Sunaryo Kartadinata, Syamsu Yusuf LN, M. Solehuddin, Edi Wahyudi M

Evaluation: Plagiarism= 20%

1 = Very Poor | 2 = Poor | 3 = Good | 4 = Very Good | 5 = Outstanding | NA = Not Applicable

S. No	Please rate the following	5	4	3	2	1	NA
01	Relevance to the scope of the journal	✓					
02	Contribution to the respective field	✓					
03	Technical strength	✓					
04	Plagiarism of the paper	✓					
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06	Transparency and description of the abstract		✓				
07	Relevance of abstract with proposed approach/methodology		✓				
08	Literature Survey and problem identification, if any		✓				
09	Feasibility study of the proposed approach/methodology			✓			
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11	Explanation of drawings, graphs and tables						
12	Clarity and appropriate explanation of equations	✓					
13	Result analysis and discussion	✓		✓			
14	Comparative study with traditional work		✓				
15	Clarity and presentation of the paper		✓				
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17	Reference list is adequate and correctly cited		✓				
18	Implication of the grammatical error and precision		✓				

Continue...(1/2)



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#A:38-39, Tirupati Abhinav Homes, Ayodhya Bypass Road, Dumkheda, Bhopal (Madhya Pradesh)-462037, India

Website: www.ijeat.org Email: submit2@ijeat.org, ijeatj@gmail.com

+91-9669981618 +91-9669981618 +91-9669981618 +91-9669981618


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Tick the appropriate option	Yes	No
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Is the paper, as a whole, ethically acceptable?	✓	
Is paper within the scope?	✓	
Is paper written under the publication ethics and malpractice statement?	✓	

Recommendation: Accepted

Assessment	Strongly Accepted, no revision needed	Accepted, no revision needed	Accepted, but needs minor revision	Accepted, but needs major revision	Rejected, poor quality/out of scope	Rejected, ethical issues
Overall Status of Paper			✓			
The submitted manuscript is accepted with minor changes. Update your paper as per experts comments:						
Reviewer-1	1. Paper is good, covers all steps of proposed methodology and defined properly. 2. Abstract is the summary of the research work. The main parameters of the abstract are: what, how, and why. What: It includes definition of the research work means what is going on in research work. How: It covers methodology part means define a technique/ methodology that help to execute your research work. Why: It focus application of the research work means where it can use. Abstract should not be more than 250 to 450 word. Overall, your abstract may be more meaningful if you write your abstract as per above parameters.					
Reviewer-2	1. Paper can be accepted. 2. Without any reference, research work cannot start. If any content/paragraph/figure/table is copied from anywhere. It should be marked properly at the end of the content/paragraph/figure/table i.e [1]. This marking should also cite in the reference section. Overall, references are not cited properly, it should be better. 3. A conclusion is the last part of something, its end or result. When you write a paper, you always end by summing up your arguments and drawing a conclusion about what you've been writing about. Overall, your paper may conclude more better way.					
Reviewer-3	1. Paper can be accepted borderline. 2. Proposed Algorithm/ Methodology is a process or set of rules to be followed in calculations or other problem-solving operations. It should be written in proper way with comments that help to understand. Overall, It may include step by step in this paper. 3. Experimented results may be included in tabular form.					


Jitendra Kumar Sen
(Manager)


Dr. Shiv Kumar
(Editor-In-Chief)



The Curiosity of Education Faculty Students in Learning

Hartini, Sunaryo Kartadinata, Syamsu Yusuf LN, M. Solehuddin, Edi Wahyudi M



Abstract: In this study we described the curiosity of education faculty students in learning based on aspects of interest, novelty-seeking, the openness of experience and exploration. We used cross-sectional survey with a quantitative approach to collect data and to measure curiosity in learning we used questionnaire. The participants were 286 spread across 9 study programs in the faculty of education. The results showed that students sometimes have a curiosity in learning. This condition explained the curiosity of students in learning tends to be in the medium category and tends to be low because the number of students who are rare and never curiosity in learning more than students who often and always curiosity in learning.

Keywords: Curiosity, interest, novelty-seeking, the openness of experience and exploration

1. INTRODUCTION

Development of curiosity in learning can be used as a component in preparing for the 21st century's superior generation, because it is an important metacognitive skill in the context of education [1]. Individuals who have a high level of curiosity will be able to remember what has been learned longer than individuals who are less curious about the variety of information provided [2] [3]. Besides curiosity plays an important role in maintaining cognitive functions, mental health, and physical [4], and academic achievement [5], so that curiosity is increasingly felt as a virtue that needs to be developed in the learning process in education.

Empirical data shows that there are still educators who are not skilled in giving questions that can lead to curiosity in learning [6]. This condition illustrates the need to improve the quality of educators and education personnel in carrying out their roles at the educational level. Improvements have been carried out using routine supervision strategies from the principal, through training, seminars, technical guidance, and workshops, as well as evaluating the performance of educators and education staff [7]. However, this strategy is the role of external factors, so that the maximum results it is necessary to increase from the internal factors that began to be developed by prospective students. the results of the study found that: teacher

actualization can be increased through supervision and achievement motivation of school principals [8], work motivation of school principals has a positive and significant effect on teacher performance [9] but academic qualifications, work experience, work motivation and task awareness affect the performance of the school principal [10] [11].

This confirms that efforts to improve the quality of educators and education personnel through the performance of school principals can be achieved depending on work experience, academic qualifications, performance motivation and task awareness. Even the Principal should follow and apply the development of science and technology [12].

This condition illustrates that the role of external factors is more dominant in realizing the quality of educators and education personnel through competent principals. This needs to be observed and balanced so that the role of internal factors of educators should be more prominent. Through the development of curiosity in learning of students as prospective educators it is predicted to be able to encourage the formation of competencies and strengthen internal factors in achieving educational goals when carrying out the role as educators later. The development of curiosity in learning will encourage learning that is expected to be a learning model that is able to create a learning process that is fun, free, and not boring [13]. This learning is expected to implement the character of education to develop the characteristics of students [14], on the other hand whether the school can provide space to foster creativity of students [15]. The answer certainly can be realized if the school is filled with competent educators who are able to develop the learner's curiosity in learning. A learning fun process can foster student creativity and is a challenge for universities to make it happen. Preparing competent teacher candidates to be able to develop students' curiosity in learning will hone their competencies so they are able to apply them to students after they become teachers later. Curiosity is the quality of a thought related to exploration, investigation and learning, as evidenced by observing [16]. Curiosity is a key element in independent learning, which is related to the desire to achieve an optimal level of arousal [17]. Curiosity is characterized by an interest in an object that is found, looking for novelty in that object, and opening the desire to gain experience through deep exploration in order to solve problems [18], as well as the learning process undertaken to gain knowledge and skills are very closely related to all aspects of human development [19], so that curiosity becomes something that is important for all humans to meet the needs and challenges of life. Basically the development of curiosity has been done by many previous researchers including using inquiry-based learning approaches such as problem-based learning [20], building four models of logical associations between inquiry questions as a framework for open inquiry plans on subjects [21], the ability to discuss things with others will strengthen the curiosity of individuals

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* Correspondence Author

Hartini*, State Institute of Islamic Studies (IAIN) Curup, Curup, Indonesia. Email: Hartini@iaincurup.ac.id

Sunaryo Kartadinata, Universitas Pendidikan Indonesia (UPI) Bandung, Indonesia. Email: Kartadinata@upi.edu

Syamsu Yusuf LN, Universitas Pendidikan Indonesia (UPI) Bandung, Indonesia. Email: Yusuf@upi.edu

M. Solehuddin, Universitas Pendidikan Indonesia (UPI) Bandung, Indonesia. Email: Solehuddin@upi.edu

Edi Wahyudi M, State Institute of Islamic Studies (IAIN) Curup, Curup, Indonesia. Email: ediwahyudi@iaincurup.ac.id

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